

Guidelines for Completing FY04 SEMSA Desk Review Worksheet

Before looking at anything else look at the hard copies of Documents and compare with what was imported into CMS. Make sure calls in CMS match the calls on the hard copies. If there is a blank in CMS but a call on the hard copies make all those changes on all Documents then e-mail the Administrative Assistant for each agency to let them know that they can commit the districts documents to original. The administrative assistant will then e-mail you back when this has been done for each district.

On the first line, fill in the date, your name, and supervisor code.
Fill in the district's name, 6-digit county/district code, and RPDC # and name.

Enrollment

- Use the district's *Students with Disabilities Child Count as of December 3, 2002*, to get the total enrollment number.
- Mark the box using the following guidelines:
 - Small: Less than 1000 students
 - Medium: 1000-4000 students
 - Large: 4000+
- Mark the K-8 box, if applicable.

Child Count

Enter this number using Child Count for 5K-22 population from Table 1 "School Age Child Count and Incidence Rates" of the district's *Special Education District Profile* **or** use the Fall Enrollment from the district's *Students with Disabilities Child Count as of December 3, 2002* (the numbers should be the same).

District's % in Compliance (from self-monitoring)

- Open the CMS system.
- Under "Search", check to see the "fiscal year" box contains the year **2004**.
- Enter the **district's name** in the "find district" box. This takes you to the district's **Main** page.
- On the "Main" page, enter the **date received** (found hand stamped on the district's documents) in the "Received by DESE" box.
- Go to the district's "Desk Review" page and scroll through ALL documents to verify that none are completely blank. If you find any totally blank documents, notify the Administrative Assistant **IMMEDIATELY!**

ABSOLUTELY DO NOT MAKE ANY CHANGES TO THE CALLS AT THIS TIME!

- **Go to “Desk Review Totals” page.**
- **PRINT** this page. Place in file for documentation and future reference.
 This is a very important step to do as this will serve as the only file documentation of how the district called and reported areas.
- Enter district’s **% in compliance** from this page on the worksheet.
- Go to the **“Reports”** page.
- Highlight **“Desk Review Non Compliance Report”**.
- Click on **Preview** to view the report.
- **PRINT** report and place in district’s file.
 Printing this report is a very important step as it will serve as the only file documentation of the non-compliance areas and a means to determine the accuracy of the contents of the report.
- **COMPARE** the Non-Compliance Report with the district’s calls. At this point it may be more convenient to use the printed documents found in the file. If there are indicators or sub-indicators that are marked NO that do not appear on this report, FLAG the NOs with a sticky note and hand write these indicator and sub-indicator numbers on the printed copy of the Non-Compliance Report. Be aware that you may repeatedly see this type of inconsistency when the district reported a YES at the indicator and a NO on a related sub-indicator. Remember, do NOT make any changes in the CMS system at this time.
- If you find any **YES** items on the Desk Review Non Compliance Report, or you detect other items that appear to be a “glitch”, notify the Administrative Assistant IMMEDIATELY.
- If the CMS system indicates **“No Report Available”** this means the district has called themselves 100% in compliance. This percentage may or may not agree with the district’s documented in compliance percent shown on the “Desk Review Totals” page as indicators the district left BLANK are counted as a “no” on this report as if the district was out of compliance.
- Check the district’s file for the *Narrative Response* completed by the district. There should be a copy in the file.
 Notify the Administrative Assistant IMMEDIATELY if it is NOT there.

Supervisor Recommendation:

Leave this area **BLANK** at this time. This decision will be determined at the end of the desk-review process.

Recommendation:

Leave this area **BLANK**. This decision will be determined at the On-Site Selection Meeting.

1. AREAS OF NON COMPLIANCE

Mark the **Concern** box for this area if **any of the boxes** under this category are marked.

- Use the **district's tally documents** that were electronically submitted or the hard copy of the tally document in the district's file.
 - **Do NOT write on the tally documents. Use sticky notes for identifying items and making comments.**
- Use the space provided on the worksheet by each area for notes and comments.
- Flag by highlighting the box of any area of non-compliance that supports an on-site review. If more than one color of highlighting is used, provide a color code key for future reference.

Child Find

- Review Indicators **A-100000 through 100560**.
- Mark box if any indicator or subindicator is marked **NO** or left **BLANK**.

Personnel

- Review Indicators **A-104700 through 105000** (Core Data Program Reporting).
- Review *Entitlement Calculation Report* from Funds Management.
 - For explanation of codes, refer to *Reimbursement Rates for EPA* guidelines.
- Compare the information of the A-Indicators with the report.
 - If any of the A-Indicators are marked **N/A**, check the report to determine if there are any part-time administrative or ancillary personnel listed.
 - The information from these two sources **must** agree.
- Mark box if **any** indicator is marked **NO** or left **BLANK** **or** the information for the Document A indicators does **NOT** agree with the report **or** the report indicates any **Hold** or **No Pay**.
- **FLAG** if additional information is needed from Funds Management. Do **NOT** contact Funds Management at this time.

Referral Process

- Review Narrative Response, #1 – look at Doc B referral piece
- Review indicators B 100100-100300
- Mark box if **any** indicator is marked **NO** or left **BLANK** **or** the information for the Document A indicators does **NOT** agree with the report **or** the report indicates any **Hold** or **No Pay**.

Procedural Safeguards

- Review the **Narrative Response, page 2**.
 - The response must indicate the process in which the entire district's professional and support staff (regular and special education) are informed of their responsibilities for the provision of services to students with disabilities and the procedural safeguard rights for parents and children.
- Review the following Document A and B Indicators:
 - **A-104010 through 104070** at sub-indicators **A-104010.07 through 104270.07 and** at sub-indicators **A-104010.1 through 104070.1** (Copy or statement of Procedural Safeguards with Notices) for all notices **and**
 - **B-100300 and 104570** (Procedural Safeguards given upon referral and notification of IEP meeting).
- Mark the box if **any** indicator or sub-indicator is marked **NO** or left **BLANK** **or** if the Narrative Response does **NOT** specifically address the **training of all staff involved in the provision of services to students with disabilities**.

LRE

- Review Indicators **B-109000 through 109500** (Placement).
- Review the district's **Narrative Response, page 3**.
- Mark box if any indicator or sub-indicator is marked **NO** or left **BLANK or** if district marked **less than 2 activities at any one level** on the Narrative Response.

Note: K-8 districts would have only marked level E. A district without a middle school would only mark E and HS. For specific district building information refer to the Missouri School Directory.

Secondary Transition

- Review Indicators **B-106700 through 106900**.
- Review the **Narrative Response, page 4**.
- Mark the box if any indicator or sub-indicator is marked **NO** or left **BLANK or** if district marked **less than 5 activities** on the Narrative Response **or** there are any other **FLAGS**.
- If a K-8 district has marked this item N/A, **FLAG** this item for seeking additional verification to determine whether the district had any students during the FY02 to which transitioning would apply.

SPED and Related Services

- Review the following Indicators:
 - **B-107300 through 107450** (Related Services and Applicable Supplementary Aides and Services)
 - **B-107600** (supports for school personnel)
 - **B-107700** (transportation)
- Review **Narrative Response, page 5**.
- Mark box if any indicator or sub-indicator is marked **NO** or left **BLANK or** if district marked **less than 5 services** on the Narrative Response. There may some smaller districts which are an exception to the "5 service rule" that would require additional verification.

Extended School Year

- Review Narrative Response, #6
- Review Indicators B 108300-109360

Evaluation

- Review Indicators **B-101300 and 104200**.
- Mark box if either indicator is marked **NO** or left **BLANK**.

General Administration

- Review the following Indicators:
 - **A-101500 through 102300** (Other Administrative Items)
 - **A-103200 through 103900** (Destruction of Records, Release of Information, and Transfer of Rights)
 - **A-104300 through 104600** (Independent Educational Evaluation)
 - **A-105100 through 105400** (Homebound)
 - If 105400 is a **YES**, then **FLAG** it for additional verification.
- NOTE: Districts are required to submit an annual "Request for Reimbursement of Homebound Services" to Funds Management in order to receive reimbursement for homebound services. This report was not included as an item for the desk review as it is limited to the names of the students and the number of*

weeks of homebound services. It does not differentiate between non-disabled and disabled students and it does not indicate when approval was granted for exception (Indicator A-105400). This report would be relevant for those districts selected for an onsite should this item be monitored.

- Mark the box if any indicator is marked **NO** or left **BLANK**.

Other:

- List any other areas resulting from this review.
- Provide an explanation.

Mark the **Concern** box for #1. Areas of Non- Compliance if **any of the boxes** under this category are marked.

2. CHILD COMPLAINTS AND DUE PROCESS HEARINGS

Child Complaints Filed (02-03):

- Review the *Allegation by School District* report to determine the number of child complaints and out of compliance allegations.
- List the number of child complaints. Indicate zero (0) if none.
- List the areas out of compliance.
- Mark the **Concern** box if the district had **1 or more child complaint**.

Due Process Hearing Requests (01-02):

- Review the *Due Process Request* list.
- List the number of due process hearings filed during the current school year. Indicate zero (0) if none.
- List Issues if decision has been rendered. Indicate “DK” for “Don’t Know” if issues are not known.

To access issues, Go to the DESE Special Education website at

www.dese.state.mo.us/divspeced. Click on Compliance → Complaint System → Due Process Hearing System → Decisions → 2002/2003 Due Process Decisions.

- List Status as either Withdrawn, Pending, or Decision Rendered.
- Mark the **Concern** box if the district had **1 or more due process**.

3. OTHER AREAS OF CONSIDERATION:

Check **ALL** known areas that are applicable to the district.

Mark the **Concern** box for this area if **any of the boxes** under this category are marked.

State Board Operated Programs (SBOP):

- Review Indicators **A-102600 through 103120** for Missouri School for the Blind (MSB), Missouri School for the Deaf (MSD), and State Schools for the Severely Handicapped (SSSH).
- Review the **SBOP School District /Student Number Lists** for MSB, MSD, and SSSH.
- Mark box if any indicator is marked **YES** or **NO** or left **BLANK** or the district’s name is listed as having a student in a SBOP program.
- Circle SSSH, MSB, and/or MSD to indicate the program(s) reported by the district.
- Provide an explanation of why you marked this box (YES, NO, BLANK).

Speech Implementor Model:

- Review **Document E**.
- Review Approved Speech Implementor Model list of district's for FY02. Do this for all districts. District's name must be on list if they used the Implementor Model.
- Mark box if any indicator on Document E is marked **NO** or left **BLANK** or if the district completed a Document E and were NOT on the approved list or if the district did NOT complete a Document E and were on the approved list.

Co-op:

- Review Co-op list to determine if the district participates in one.
- Mark box if district participated in a Co-op.
- List the name of the Co-op.

Surrogate Participation:

- Review Indicators **A-100600 through 101400**.
- Review both the *Students Without a Surrogate* list and *Educational Surrogate Active Student Report* to determine whether the district is listed on either list.
- Compare the information provided on the indicator tally and the lists with **Table 1D: Placement by Disability Category** for the 2002-2003 school year on the district's *Special Education District Profile* to determine whether the district reported any students in the "**Residential Facility Private and Public**" placement category for the 2002-2003 school year. If the district reported students in a residential placement, **FLAG** this item for additional verification.
- Review the *Approved Private Agencies 2003 Report-Alpha by City* and determine whether there is any approved private agencies within the district that is a residential facility. This may provide additional information regarding surrogate participation. **FLAG** the item if you have reason to suspect a need for additional verification.
- Mark box if any indicator is marked **NO** or left **BLANK** or if district's name is on either surrogate list or any of the information is NOT in agreement.
- Indicate the reason why box was marked (NO, BLANK, LIST) and provide any additional information known about the district regarding surrogate participation.

SSD (Special School District):

High % of Publicly Placed Students:

- Review **Table 1D: Placement by Disability Category** for the 2001-2002 school year on the district's *Special Education District Profile*.
- Compare district's average to the state average in the two placement areas of "**Separate Facility—Private & Public**", and "**Residential Facility—Private & Public**". These state averages (S) can be found on the SEMSA Desk Review Worksheet under # 5 Placement Categories.
- Review the *Public Placement Excess Cost FY02 Report* to determine if district's name is on either part of this report.
- Mark if either of the placement percentages is **higher than the state average** or if the **district's name appears on the report**.
- Indicate any additional information known about the district regarding public placement.

Persistent Non-Compliance:

- Verify whether district has an active follow up file in the CMS monitoring system for 2002. Open the CMS System. Make sure the “fiscal year” box contains 2002. Enter the district’s name in the “find district” box. If the district’s name appears on the list, click on it. When the “Main” page appears, look under “type” to find the follow up number (1, 2, 3, or 4). Go to the “Desk Review” page to view the non-compliant indicators.
- Mark box if district **HAS** an active Follow-Up file.
- List additional information to indicate the follow up number and the remaining areas of non compliance.

Private Agencies:

- Review **Indicator A-102500**.
- Review “**Private Separate Day Placement**” and “**Private Residential Placement**” categories on **Table 1B: School Age Placement Totals** of the district’s *Special Education District Profile* report.
- Review *Public Placement Excess Cost FY02* Report to determine if the district’s name is listed on either part of the report. It should be listed if the district reported students in a private placement.
 - The information from these sources must agree.
 - **FLAG** for additional verification if these do not agree.

***NOTE:** Districts are required to submit an annual “Request for Reimbursement of Contractual Services” to Funds Management. In addition, districts are required to use public agencies that have been approved by the Department. Refer to the “Approved Private Agencies 2001 Report” to determine whether an agency is approved. These reports would be relevant for those districts selected for an onsite should this item be monitored.*
- Mark box if indicator is marked **YES or NO or left BLANK or** if the information reported for the indicator does not agree with the reports.
- Provide an explanation of why you marked this box (YES, NO, BLANK, AGREE).

Charter Schools:

- Mark this box for any charter school.

Other:

- Mark box if other area(s) have been identified for consideration.
- List area.

4. INCIDENCE RATE:

(5K-22 +/- 2%)

- Use **Table 1: School Age Child Count and Incidence Rates** of the district’s *Special Education District Profile* or the district’s *Students With Disabilities Child Count as of December 3, 2001* report to obtain the incidence rate for both the overall district rate and categorical area rates.
- List the district’s overall incidence rate in the “**District**” box.
- Compare the district’s **overall and categorical rates** to the state averages provided on the SEMSA worksheet.

- Mark the categorical area box of **any** category that is **more than 2% above or below** the state average and list the percentage rate.
- Mark the **Concern** box if the **overall** incidence rate /or the incidence rate for **any one** of the categorical areas is **more than 2% above or below** the state average.
- For K-8 districts, subtract out high school students (14+) and recalculate incidence rate.
Formula: K-8 special education enrollment / K-8 total school enrollment
If a K-8 district has **NO** high school students on its child count, **FLAG** this item for additional verification to determine whether the district knows to include its high school students for child count.

ECSE (+/- 3%)

- Use **Table 2A Early Childhood Special Education Child Count** of the district's *Special Education District Profile*.
- **List** the district's ECSE rate.
- **Compare** to the state average provided on the SEMSA worksheet.
- Mark the **Concern** box if the incidence rate is **more than 3% above or below** the state average.

5. PLACEMENT CATEGORIES

- Review Indicators **B-107200 through 107350** (Special Education and Related Services) and Indicator **B-107600** (Supports for School Personnel). These may provide additional information related as you review the placement categories. FLAG any indicator that requires additional verification.
- Use **Table 1D: Placement by Disability Category** for 2001-2002 of the district's *Special Education District Profile*.
- List the district (D) rates for each placement category.
- Compare to the state averages (S) provided on the SEMSA worksheet.
- Highlight the placement category which exceed the following guidelines:
 - < **21%:** more than 10 % below state average
 - 21-60%:** more than 10% **above** state average
 - > **60%:** more than 10 % **above** state average
 - Other 4 categories:** more than **state average**
- Mark the **Concern** box if any exceeded the guidelines
- Indicate any additional information related to placement categories. FLAG related items

6. MAP

Write in N/A or NS (no students with disabilities took the assessment at this level) as needed when reviewing these items.

Use only top grid based on index. Mark out bottom grid. Mark items **YES** if there is an **increase of any amount on Index and a score of at least 150 the last year or at least 225 every year.**

Proficient Readers INCREASE

- Review **Table 3: Reading Achievement (IEP)** on the district's *Special Education District Profile*.
- Compare first and last years of data for **"Reading at Proficient level"**, 3rd grade and 7th grade.
- Mark items **YES** if there is an **increase of any amount on Index and a score of at least 150 the last year or at least 225 every year.**

CA Assessment Read DECREASES

- Review **Table 3: Reading Achievement (IEP)** on the district's *Special Education District Profile*.
- Compare first and last years of data for **“Oral Reading Accommodation”**, 3rd grade and 7th grade.
- Mark items **YES** if there is a **decrease of any amount**.

For K-8 districts mark out Grade 10 and 11.

- Use the following tables of the district's *Special Education District Profile*:
 - **Table 4: Missouri Assessment Program – Grade 3 or 4 (IEP)**
 - **Grade 3 Communication Arts and Science**
 - **Grade 4 Math and Social Studies**
 - **Table 5: Missouri Assessment Program – Grade 7 or 8 (IEP)**
 - **Grade 7 Communication Arts and Science**
 - **Grade 8 Math and Social Studies**
 - **Table 6: Missouri Assessment Program – Grade 10 or 11 (IEP)**
 - **Grade 10 Math and Science**
 - **Grade 11 Communication Arts and Social Studies**
- **Compare** first and last years of data.

Mark items **YES** if there is an **increase of any amount on Index and a score of at least 150 the last year or at least 225 every year.**

Performance Data

7. Eligibility determinations result in the percentage of students with disabilities served being compared to statewide data. State average 14.97 (+/- 2%).

8. Eligibility determinations result in the percentage of ECSE students with disabilities being comparable to the expected incidence rate of 5% for the district.

9. “No” if the % of students in regular class is less than 50% or the % in self-contained is greater than 15%.

10. “No” if the % in ECSE setting is greater than 50%. A dramatically improving trend or acceptable rationale based on factors below can change the “no” to “yes”.

11. “No” if the % in self-contained placements is more than 10% higher than the statewide average for any category of disability.

12. Look at 2002 data. “Yes” if the % in Level Not Determined, LND is 10% or less in every subject area and grade level.

13. “Yes” if the MAP-A Eligible Percentage Reported is less than or equal to 2%.

14. N/A

15. N/A

16. “Comparable” is defined as no more than 3% above the statewide average dropout rate of 6.7% for students with disabilities. (No more than 9.7%).

17. “Yes” if the average number of incidents per child has decreased with disabilities is not more than twice that of all students in the district.

18. N/A

19. “Comparable” is defined at no less than 65%.

20. “Comparable” is defined at no less than 75%. If they haven’t submitted their data they get a concern.

21. N/A

Narrative Responses

22. The agency’s procedures for referral (both parent and agency) follow state guidelines.

23. The agency’s procedures provide for all individuals responsible for the provision of services to children with disabilities to be informed of the Procedural Safeguard rights for parents and children. Must have trained ALL faculty and staff.

24. The agency identifies and make available a variety of appropriate community work opportunities for children with disabilities. (At least 5 examples)

25. Children with disabilities receive the related services they need to enable them to benefit from special education. (At least 3 examples)

26. The agency’s regular and special educators collaborate at all levels to help children with disabilities receive appropriate services and progress in the general curriculum.

27. Extended School Year services are considered by the IEP team and follow state guidelines.

28. STUDENT FILE REVIEW

- Complete a paper Document B for **each** of the two student files submitted.
 - If there is **not enough information** in the file to make a call on a specific indicator, leave the indicator **BLANK** and make a **comment** in the comment section.
- **Highlight** all indicators marked **NO** on the B documents completed for both student files.
- Review the B documents submitted by the district to identify **NOs** and areas out of compliance.
 - **Do NOT write on the B documents submitted by the district. Use sticky notes to identify NOs, areas of concern and to make comments.**

29. DISTRICT TALLY DOCUMENTS:

- Review the *District Tally Documents (A-Gs)*.
- Indicate with sticky notes the indicators out of compliance.
- List the number of out of compliance indicators for each document the district marked **NO**. List the specific G document(s) and the number of **NOs** on each.

30. COMMENTS:

- Ask yourself this question:
- **Does this district appear to have paperwork/documentation issues or systemic concerns or both?**
- Indicate the areas of concern your desk review revealed for this district.

Supervisor Recommendation:

- Make your recommendation for one of the following based on the desk review:
 - Review **Complete** and no further information required from district
 - **Additional Verification** needed from district
 - **Onsite**
- Organize your files into the three categories as you prepare for the On-Site Selection Meeting.

ON-SITE SELECTION MEETING:

- **Be prepared** to discuss the reasons why you are making the recommendation.
- Mark one of the following based on the outcome of this meeting:
 - Review **Complete** and no further information required from district
 - **Additional Verification** needed from district
 - **Onsite**
- Mark HOW the district was selected for an ON SITE--Profile indicated need **or** Lottery

NOTE: This section is still a “Work in Progress”

POST ON-SITE SELECTION MEETING ACTIVITIES:

- Access the district’s CMS file.
- Go to the ‘**Desk Review**’ page.
- Work through each document using the following guidelines:
- In the comment area type **AV** for any item identified as needing **additional verification**.
- If the district was selected for an **onsite** review, for the identified **AV items** click on the **onsite box** and a checkmark should appear in the box.
- If the district left an indicator blank but the subindicators were completed, make the call and in the comment area type **BLANK**.
- If it is apparent the district made an **inaccurate call**, change the call and in the comment area type **CC from** ____ (yes, no, N/A) to ____ (yes, no, N/A).

Make sure to enter a comment in the comment column for every item edited.

- Districts will be **notified** of their status for an onsite review by letter after the On-Site Selection meeting (**before the end of August**).
- Before or during the **first week of September**, Supervisors will call the district’s Special Education Contact of those districts that are **NOT** receiving an on-site to gather additional verification information and request additional documentation that is needed.

- Make sure the district understands that **ALL** additional verification documentation must arrive at the department by **October 1, 2002**, in order to be considered and applied to the district's FY03 monitoring.
- Upon receiving the additional verification documentation, it will be reviewed to determine whether it is sufficient to verify the district's call. This will be a point of entry into the district's CMS Desk Review should the AV information support a change in the district's call on specific items.